

STUDENT RECOMMENDATION FORM

For applicants in Year 1 (5 years old) on

To the parent/guardian: Please complete section A and give this form to your child's classroom teacher, counsellor, or principal.

Section A: To be completed by the parents

Name of student: _____	
Date of birth: _____	Student's current grade/year level: _____
<p>I hereby authorize (name of school) _____ to release my child's school records to the International School of Morocco.</p> <p>Signed (parent/guardian signature) _____</p> <p>Date _____</p>	

To the teacher, counsellor, or principal:

Please complete section B and forward it to the International School of Morocco along with student reports and standardized assessment results for the past two years. The form may be scanned and emailed directly to admin@ism-c.ma

This recommendation should remain confidential, and should not be shared with parents.

Section B: To be completed by the classroom teacher, counsellor, or principal:

School Contact information

Evaluator's name, position: _____

Email address: _____

School name: _____

School postal address: _____

School phone number: _____ School fax number: _____

School website: _____

Evaluator information

How long have you known the student, and in what capacity?

Has this student been retained at any grade level? If so, please specify the grade and dates, and briefly explain the reasons for retention.

Have there been any behavioural or disciplinary concerns with this child? If yes, please explain.

Has this student been the recipient of a special services program, such as gifted, reading recovery, speech therapy, special education, psychological counselling, etc.? If yes, please explain.

Do you think this child may have any undiagnosed learning disabilities or require specialized support services such as speech and language therapy, psychological counselling, reading specialist, etc.? Please explain.

Is there any other information you think might be helpful? Please explain.

LITERACY AND LANGUAGE

Academic performance					Work habits		
<u>Exceeds expectations</u> The student often exceeds the expectations for his/her grade. The student grasps, applies, and extends key concepts, processes and skills above his/her grade.	<u>Meets expectations</u> The student regularly demonstrates proficiency in the majority of the expectations for his/her grade. The student, with few errors, grasps and applies key concepts, processes and skills for his/her grade.	<u>Approaching Expectations</u> The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade.	<u>Below expectations</u> The student is not meeting expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade level.	The student enjoys being challenged and consistently puts forth his/her best effort in all that he/she does.	The student usually makes an effort to do his/her best work and achieve his/her full potential.	The student seldom makes an independent effort to do well on tasks and assignments.	
PRIMARY LANGUAGE OF INSTRUCTION (PLEASE SPECIFY LANGUAGE):							
Reading							
Writing							
Listening							
Speaking							
OTHER LANGUAGES (PLEASE SPECIFY LANGUAGE)							
Independent reading level (circle one): pictures only picture storybooks early chapter books chapter books							
Please include the title, author and/or reading program and level of a book recently read.							
Comments:							

MATHEMATICS

Academic performance					Work habits		
<u>Exceeds expectations</u> The student often exceeds the expectations for his/her grade. The student grasps, applies, and extends key concepts, processes and skills above his/her grade.	<u>Meets expectations</u> The student regularly demonstrates proficiency in the majority of the expectations for his/her grade. The student, with few errors, grasps and applies key concepts, processes and skills for his/her grade.	<u>Approaching expectations</u> The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade.	<u>Below expectations</u> The student is not meeting expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade level.	The student enjoys being challenged and consistently puts forth his/her best effort in all that he/she does.	The student usually makes an effort to do his/her best work and achieve his/her full potential.	The student seldom makes an independent effort to do well on tasks and assignments.	
Problem solving							
Numbers and operations							
Measuring							
Pattern and function							
Geometry							
Handling data							
Please include the titles of any mathematics programs/texts used (ex: Investigations, Abacus, Everyday Math, etc.):							
Comments:							

PERSONAL CHARACTERISTICS

	Consistently	Usually	Occasionally	Seldom
Works independently				
Follows directions				
Communicates well with peers				
Communicates well with adults				
Behaves respectfully and appropriately				
Work cooperatively in group situations				
Completes work in a timely manner				
Comments:				

PARENTAL SUPPORT

	Consistently	Usually	Occasionally	Seldom
Support the school's programs and routines				
Respond positively to suggestions and /or guidance				
Attend school functions related to their child (parent conferences, workshops, assemblies, etc.)				
Volunteer to assist with school or classroom events				
Set realistic educational goals for their child				
To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child?				
Comments:				

Thanks you for your candour and your thoughtful insights! Sincerely, The ISM Team

Evaluator's signature _____

Date _____

Please submit the completed form via post, fax, or email to:
International School of Morocco #3 Impasse Jules Gros, Quartier Oasis, Casablanca, Morocco 20150
telephone/fax: +212 (0) 522-993-987 admin@ism-c.ma